

Leadership survey	School plan	Situational analysis	Action learning
Literacy and numeracy resources are shared across the school equally and the allocation of teaching resources is managed and monitored by executive staff.	<p>Provide staff with time to be led through the use of SMART and access the e-learning modules to inform their teaching programs and develop targeted personalised learning programs for students at and below minimum standard.</p> <p>Develop and deliver quality mentoring and professional learning opportunities including lesson observation and team teaching for teachers to further develop their teaching skills.</p> <p>Provide leadership professional learning and support to the executive staff.</p>	<p>There was evidence from document analysis and in consultation with staff, that there is a need for more consistent school-wide expectations & monitoring of programs of learning & student achievement.</p> <p>Analysis of data and discussions with staff revealed the need to enhance teacher understanding & ability to apply ESL strategies.</p> <p>Document analysis illustrated the need that Literacy & Numeracy links need to be explicit and integrated into units of work.</p>	<p>Team leadership for school improvement- Core module 6.</p> <p>Conduct a review of ICT resources with a view to more closely aligning student need with resource allocation- https://docs.google.com/document/d/1KtVOQS36Rqo9yvUp0o1YeSbbol2vp05f9oa8FesJNWw/edit?hl=en_GB#</p> <p>Brief staff on new and existing ICT resources in the school- https://docs.google.com/presentation/edit?id=0AXY-YuVyr4-vZGY1d2dzN2NfMDVyMjJxN2Nn&hl=en_GB</p> <p>https://docs.google.com/document/d/1GgR5JTi1t4cNn0EmNVL3Ik2_27L0gzxh1xK2yalZG54/edit?hl=en_GB#</p> <p>https://docs.google.com/document/d/1QUPVZVV_gvdYMrGFYGBMVhkFKpEI6xyo6Rc0IP_0oBA/edit?hl=en_US#</p> <p>http://cooltoolsforschools.wikispaces.com/</p> <p>Action learning project- Action learning for laptops</p> <p>Learning activity checklist: https://docs.google.com/document/d/1YYshFfBWZr8YTrqY_g4hN_HQ1hyGA6Sr5u8jzOkyI78/edit?hl=en_US#</p>

<p>The school addresses the literacy and numeracy needs of students in an orderly and supportive environment.</p>	<p>Teachers focus on high expectations in every classroom by using learning intentions and success criteria that are explicit and clearly articulated which also assists student reflection on learning.</p> <p>Teachers develop and utilise effective feedback strategies.</p>	<p>There was evidence that learning intentions are used in some lessons and this demonstrated that students would benefit from having learning intentions in all lessons supplemented with success criteria and reflection on learning at the start of the unit of work/lessons.</p>	<p>Team leadership for school improvement- Core module 3.</p> <p>Improve staff knowledge of existing supports for student literacy and numeracy learning and manage student behaviour.</p> <p>Identify research based practice to inform any strategies that the school implements.</p> <p>Peer coaching training- https://docs.google.com/document/d/18pBGdXYVHUjT0aCMEFFhPv3K8rvSVkNpjmY4WHioI7E/edit?hl=en_GB&pli=1#</p> <p>Faqs about peer coaching- https://docs.google.com/document/d/1vl70cbbW1ONY92Pz_N4UNvzjLujc3VurbppRUw68jIk/edit?hl=en_GB#</p> <p>Coaching cue card: https://docs.google.com/document/d/1Iwb_GLmiq7vFetSFSEExXQ5lFPEG7DeBiWByrxBrLudk/edit?hl=en_GB#</p> <p>Wows and wonders: https://docs.google.com/document/d/1o4U1hhol5cFnepfpR99pwOq380orpVbTl4zPJly5a7M/edit?hl=en_GB#</p>
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Executive Action plan

2011

Staff members collect and analyse students' literacy and numeracy performance information.	Implement an expectation where each class will submit two (2) quality assessment tasks per term. One major task due in either the final or penultimate week of each term as contained in the relevant Stage Assessment Schedule and one task due in Wk 4 of each term.	A large majority of students indicated that feedback was not often specific and that the explicit skills required to complete a task were not always explicitly taught. A significant number of students commented that they required greater explanation and scaffolding to more successfully complete tasks and identified the need to have staff assist them.	Team leadership for sustained improvement-core module 8 Strengthen practices for staff members to share and discuss student performance information. <i>See peer coaching</i> Provide sufficient time for staff members to develop quality, rich assessment tasks that directly relate to student outcomes and content covered with students. Assessment pl: <i>CTP- Collaborative planning and assessing</i> module